Battelle Developmental Inventory – 2nd Edition NU
Best Practices for Administration
Before you begin a BDI-2 NU Assessment

Criteria and scoring vary from item to item. Manuals should be used consistently for all administration and scoring.

The following are coding clarifications for item administration:
- (S) Structured is always preferred and is administered by the examiner at the time of the testing.
- (O) Observation over time - Observation questions are reserved for examiners that have extended contact with the child to observe the child in a natural environment at least one hour of contact per day with the child for at least 2 weeks.
- (I) Interview - Script in manuals should be followed.

If you are using a translator, please instruct him/her to translate all items verbatim.

Be sure to secure child's attention prior to administering any and all items to ensure that the child is participating to the maximum extent possible during the assessment.

Clean the toys between administrations.

Best practice is for the examiner to start at the child's chronological age, however there maybe exceptions to this practice. For example:
- If the examiner knows that the child is functioning below age expectation, they may choose an earlier starting point.
- This might also apply to children with splinter skills up to their chronological age expectations. Some examples might be the following:
  o A child who is doing well with dressing and toilet training, but is not yet eating solid food.
  o A child who is 2 or older and not yet walking.
  o A child exiting pre k that is not yet toilet trained but is performing other age appropriate self-help skills.

Reminder: The BDI-2 item administration is not an opportunity to teach; any guiding strategies should be shared after the test item is scored.

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